



2013 School WASH Mapping of 30 Schools in Northern and Muchinga Provinces, Zambia

SNV

Netherlands

Development

Organisation

WASH YOUR



HANDS AFTER USING THE TOILET



Contents

Acknowledgements	5
Background	6
Key Findings	13
1. Availability of Facilities	14
2. Quality of Facilities	16
3. Meeting the Needs of Children with Disability and of Adolescent Girls for Menstrual Hygiene Management	17
4. Operation and Maintenance of Facilities	18
5. Health and Hygiene Education and Promotion	20
6. Roles of Parent Teacher Associations (PTAs)	21
7. Sector Coordination for WASH in Schools	22
8. Funding WASH in Schools	23
Conclusion	24

Acknowledgements

SNV Zambia would like to thank Prime Development and Management Consult that conducted the School WASH Mapping exercise on which the report is based. Further thanked are the SNV WASH Advisors and the Knowledge Development Team for providing technical support to the mapping process and to the production of this report. Last but not least, Provincial Education Officers for Northern and Muchinga Provinces, District Education Board Secretaries for Kasama, Chinsali and Mpika Districts and Teachers and pupils in targeted schools for their cooperation during the mapping exercise.

Sue Ellis
Country Director
SNV Zambia



Background



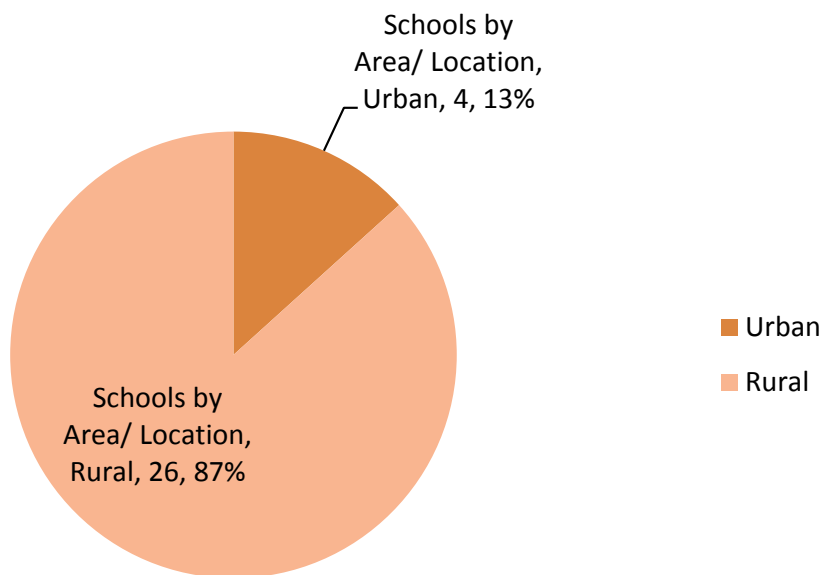
The Netherlands Development Organisation (SNV) is an international NGO, operating in 38 countries in Asia, Africa and Latin America. SNV Zambia was established in 1965 and is currently active throughout the country in three sectors: agriculture, renewable energy, and water, sanitation and hygiene (WASH).

SNV's guiding principle is 'localization'; its overall goal is to strengthen the capacity of Local Capacity Builders (LCBs). By establishing and enhancing the performance of LCBs (through engaging them in our work), they can become major players that will later serve as local resources to development programmes, without having to depend on expensive external consultants.

The "WASH in Schools" programme started in 2008 at national level and decentralised to the districts in

2012 aims to contribute to a healthy and safe school learning environment by increasing pupils' access to clean water and adequate sanitation and by improving hygiene behaviour. The programme has a special focus on adolescent girls, supporting activities on menstrual hygiene management and girl-friendly school WASH facilities.

To acquire an in-depth understanding of the problems facing schools, which in turn will help SNV design suitable interventions and provide appropriate support, SNV conducted a survey to determine the current WASH situation in schools. The "School WASH Mapping" exercise was undertaken in 30 selected schools in 3 districts (Chinsali, Kasama and Mpika) of Northern and Muchinga provinces. Of these, 4 schools are in urban areas, while 26 are in rural areas.



Schools distribution by Area/Location



The schools were jointly selected by the District Education Boards (DEBs) and SNV.

The mapping exercise collected both quantitative data (using a structured questionnaire) and qualitative data (using participatory focus group discussions and semi-structured questionnaires/open ended questions for key informant interviews). Due to limited geographical coverage and small sampling size, the findings presented in this report are a reflection of the situation in the study areas and may not be indicative of nationwide problems.

In general, major challenges observed in the visited schools include:

- Severe lack of WASH facilities in schools, leading to overcrowding and rapid deterioration of facilities; lack of girl-friendly facilities that ensure safety and privacy
- No facilities to accommodate the needs of children with disabilities

- Absence of low-cost sanitation solutions: the investment requirement for school latrines is high, therefore, the impact of limited funds available for School WASH is insignificant

- No clear plan for or commitment to operating and maintaining facilities

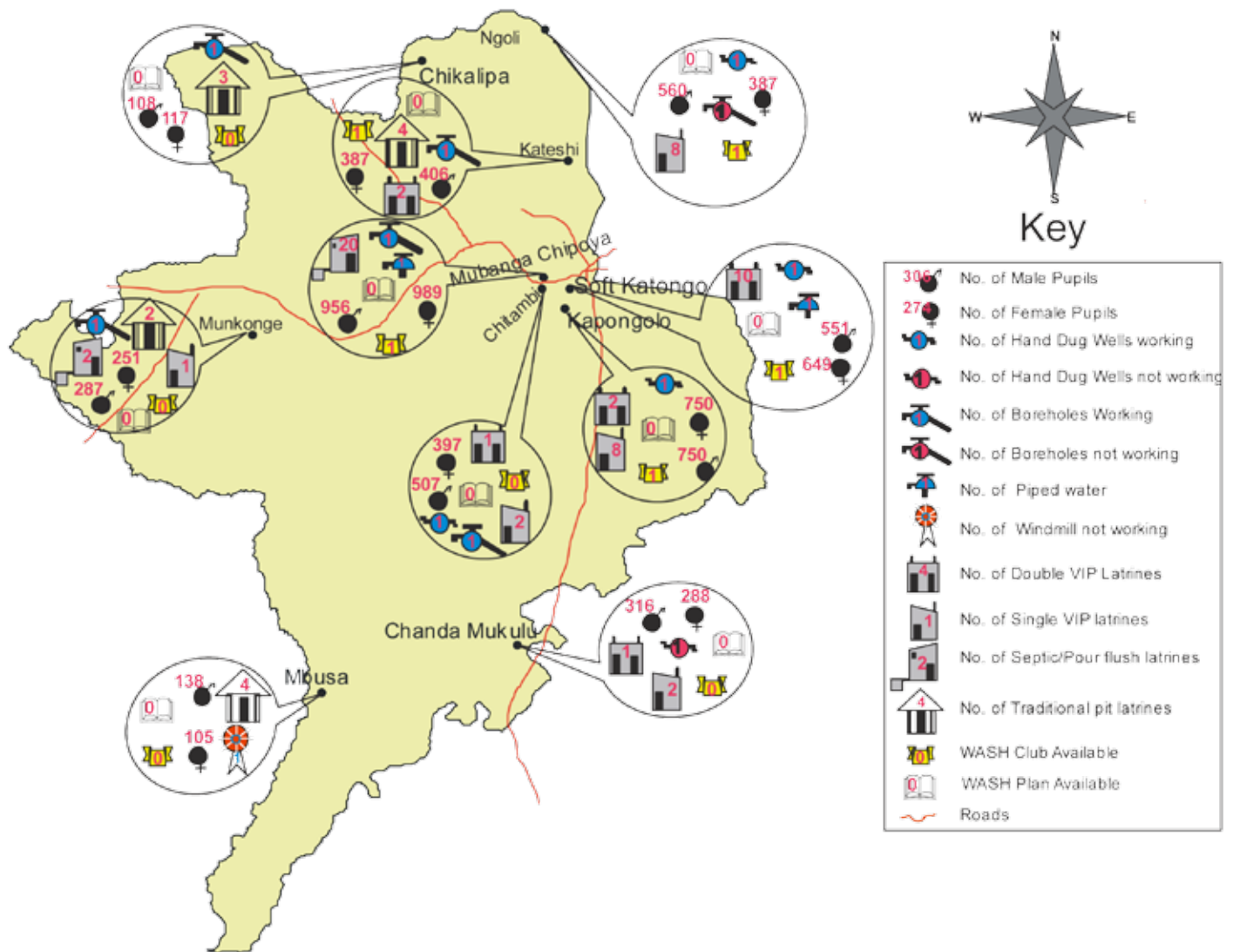
- Low level of involvement of school teachers, pupils, parents and community in School WASH planning and implementation

- Lack of monitoring and follow up measures to ensure that minimum requirements are established and adhered to

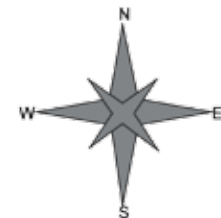
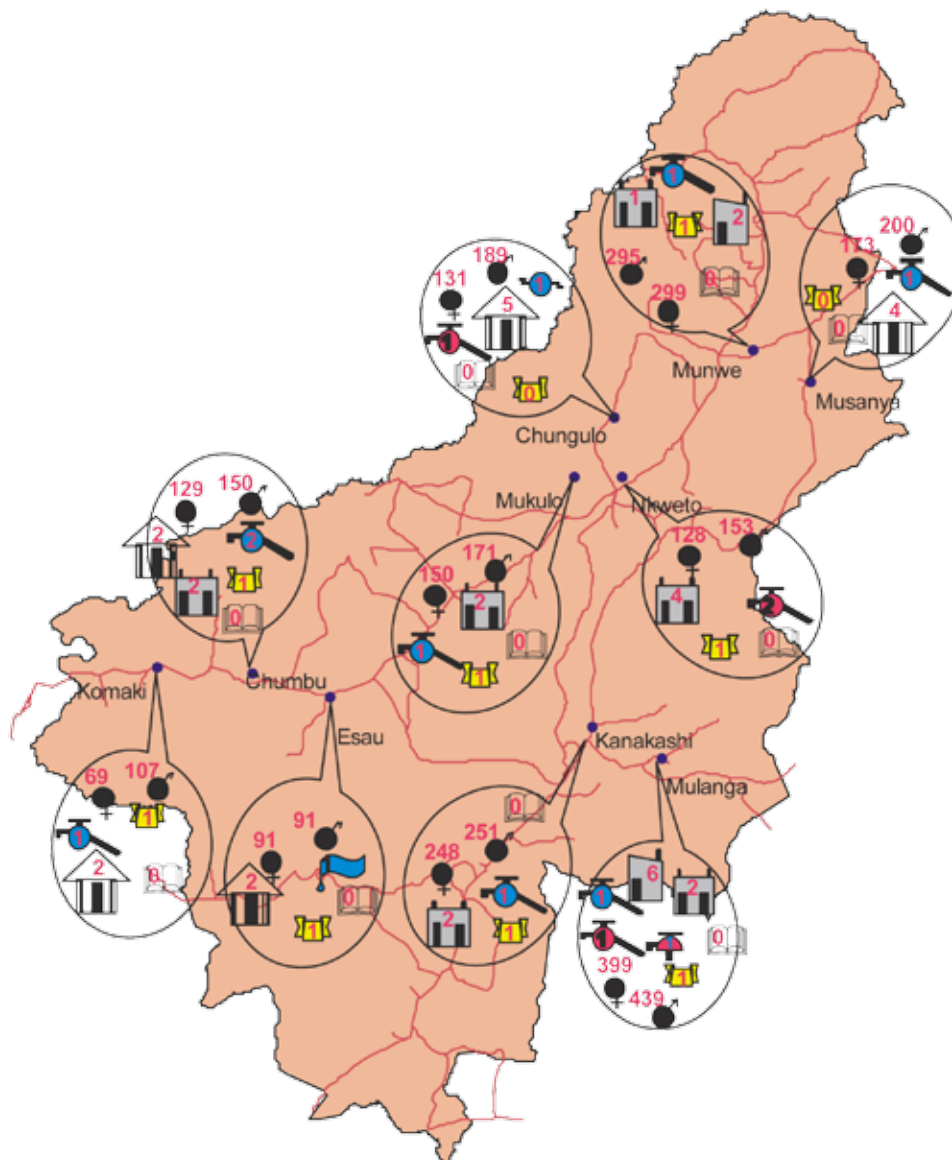
- Poor hygiene education that focuses mainly on theory and knowledge, rather than on encouraging good hygiene practices and behaviour changes (related in part, to the lack of WASH facilities in schools)

- Unclear roles and responsibilities among key stakeholders

Water & Sanitation map for Kasama District



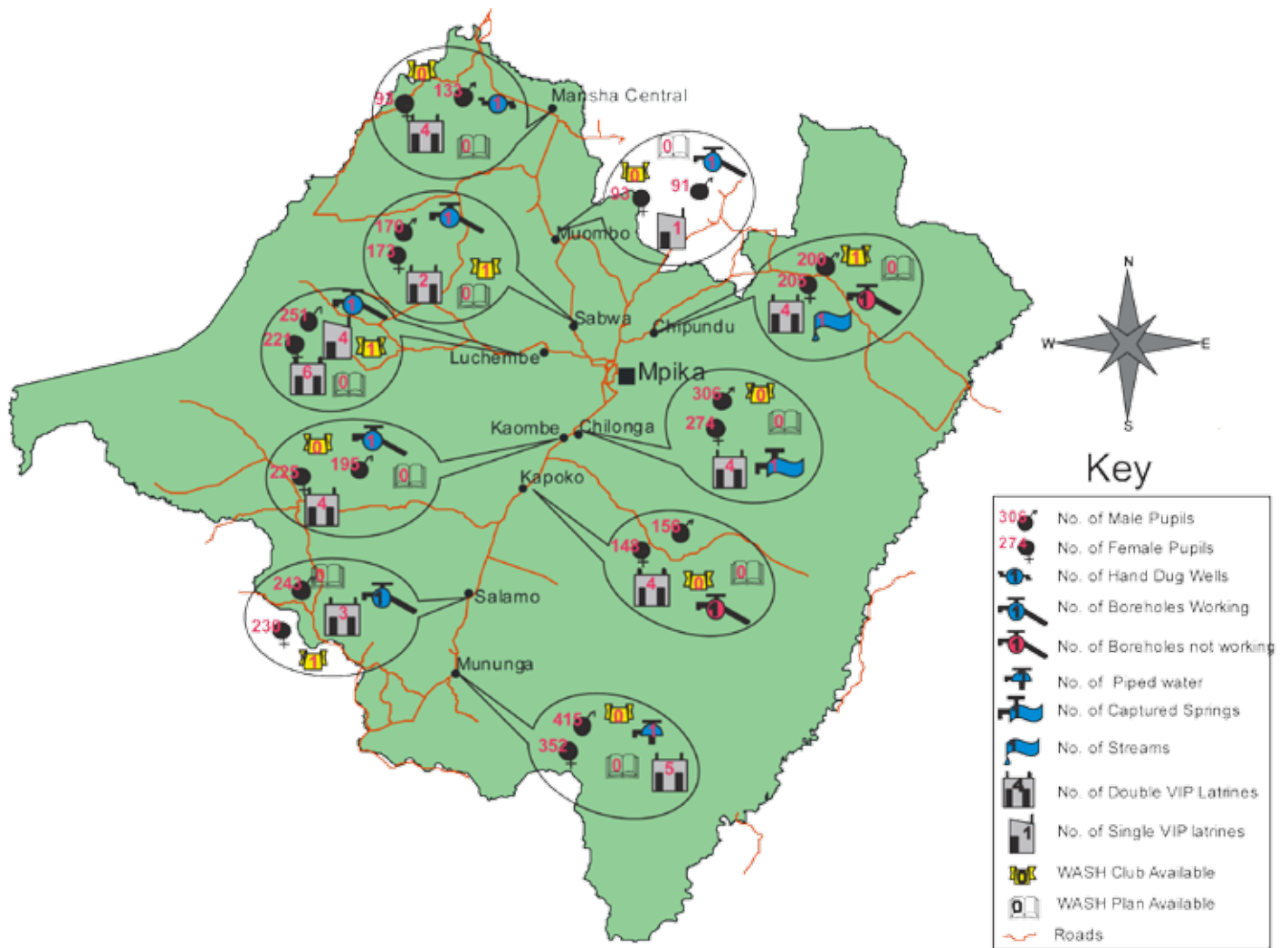
Water & Sanitation map for Chinsali District



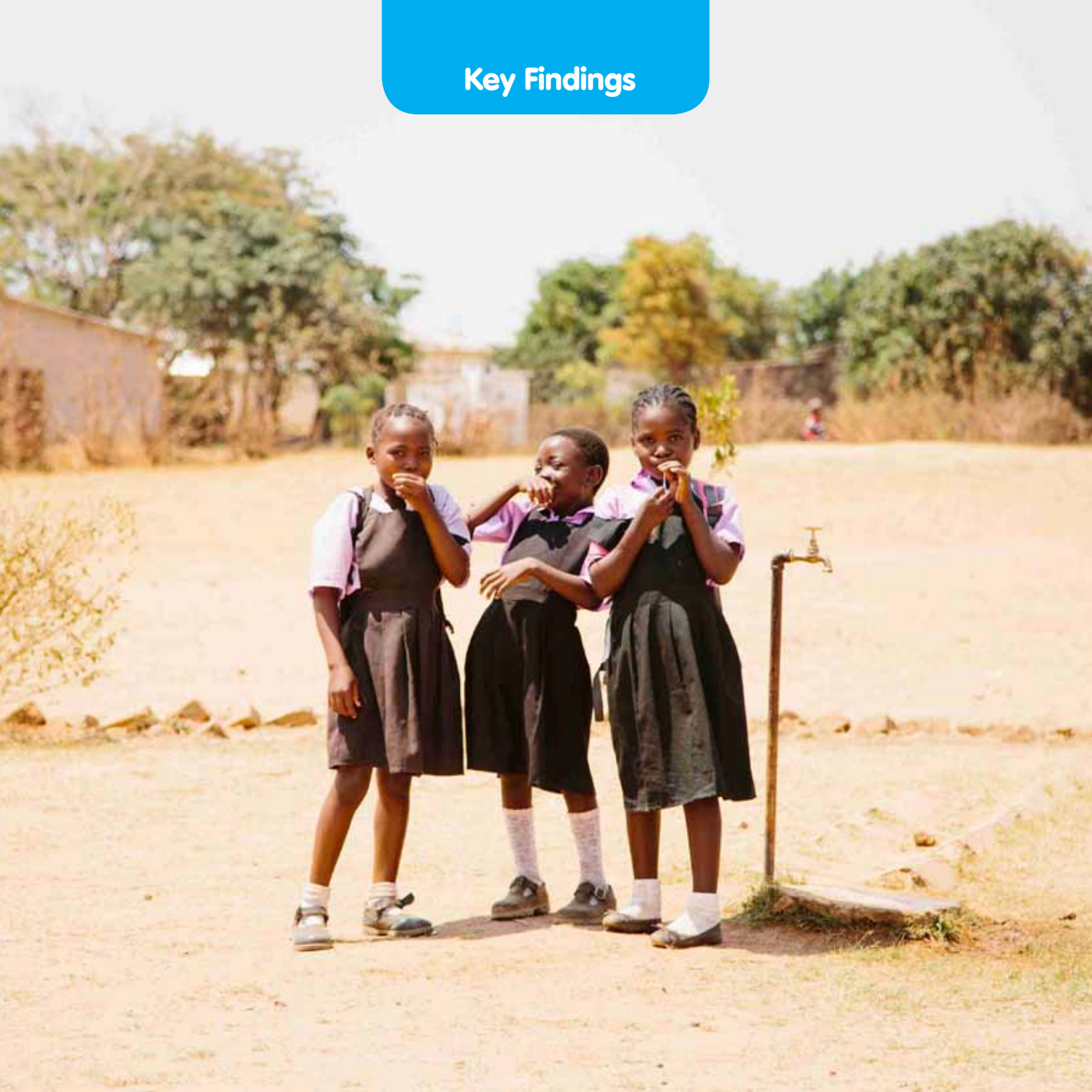
Key

306	No. of Male Pupils
274	No. of Female Pupils
	No. of Hand Dug Wells working
	No. of Boreholes Working
	No. of Boreholes not working
	Piped water not working
	No. of Double VIP Latrines
	No. of Single VIP latrines
	No. of Traditional pit latrines
	WASH Club Available
	WASH Plan Available
	Roads

Water & Sanitation map for Mpika District



Key Findings



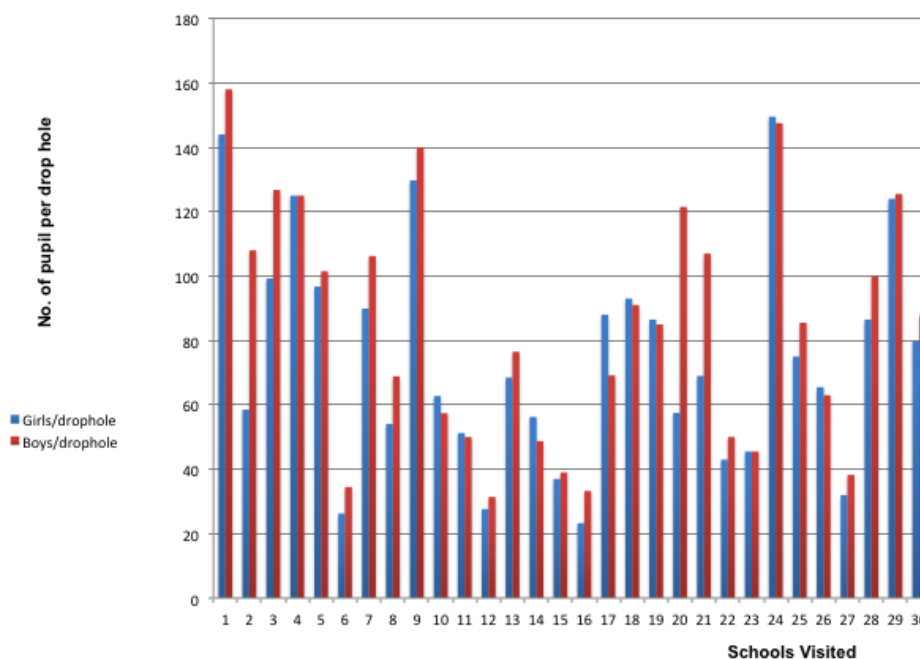
1

Availability of Facilities

Of the 30 schools visited, 22 had boreholes with a hand pump, 2 had a piped water connection and the remaining 6 relied on an unprotected or protected hand dug well; 18 schools had functioning water points (WPs) at the time of visit. Some schools have more than one water supply source but still do not have water on a regular basis.

schools meets the Government standard of pupils per drop hole (40/1 for boys and 25/1 for girls). The average number of pupils per drop hole in visited schools is 71/1 for girls and 78/1 for boys. Eight schools have over 100 pupils per drop hole (for girls and boys). Chanda Makulu Basic School in Kasama has the highest pupils per drop hole ratio with 158/1 for boys and 144/1 for girls. On a positive note, all of the visited schools have a latrine.

Graph 1 (Below) shows that only one of the 30 visited



Graph 1: Pupils per drop hole ratio in 30 schools

Hand-washing facilities are present in about 30% of all schools; the most common type is a cemented washing basin with tap, however, these are frequently not in use due to lack of running water, broken taps (that take a long time to repair or replace) or missing soap (it is difficult to leave soaps near the washing basin

since pupils or community members often steal them). Other schools use a locally made 'tippy tap' (a peddle-operated, hands-free way to wash your hands that is especially appropriate where there is no running water) and plastic buckets with tap.



In Chinsali, only 2/10 schools had soap for hand washing, while in Kasama and Mpika 8/10 and 5/10 schools, respectively, had soap available.

2

Quality of Facilities

The most common types of latrines found in visited schools are traditional pit latrines and ventilated improved pit latrines (VIPs). Although they are being used, pupils are not satisfied with the quality.

During focus group discussions (FGDs), the most frequently cited problems included: no door for privacy,

too dark inside, no cleansing materials, poor ventilation causing bad smells and small drop-holes. Most traditional latrines are also considered to be unsafe because they are unstable and can collapse at any time. As a result, in some schools, pupils have no choice but to practice open defecation when possible.

Teacher Latrines	Pupil Latrines
• Have toilet paper	• No toilet paper
• Have doors and can be locked	• Some are unsafe
• No smell	• There are no doors or locks
• Some teachers live near schools and have the advantage of using the home latrine as well	• Lack of privacy
• Cleaned by pupils; teachers' toilets are clean because they are used by fewer people	• Entrance is narrow, latrines are dark
	• Often dirty with bad smell
	• Sometimes used by community members, which contributes to dirty state
	• Few toilets relative to the pupil population

Source: Summary from Focus Group Discussions with Pupils, June 2012.

3

Meeting the Needs of Children with Disability and of Adolescent Girls for Menstrual Hygiene Management



There are over 100 children with disabilities in the 30 schools surveyed; yet, none of the schools had a facility that even remotely accommodates their needs.

Most girls (age 13 and above) interviewed revealed that during menstruation they often use old cloth or chitenge, old socks or mattress pieces, old newspaper, cotton wool and toilet paper as absorbent materials. Girls from remote rural schools said they had never seen or used commercial disposable sanitary pads because these are not available or (in some cases) affordable to them.

Adolescent girls also complained of the lack of privacy. In addition to the absence of doors and locks on school latrines, they have to share latrines with younger pupils. Furthermore, there are no convenient facilities for washing, changing and disposal of sanitary absorbent materials. Without good absorbent materials and changing facilities, they fear soiling their clothes and are nervous about emitting an offensive smell or being teased by the boys.

4

Operation and Maintenance of Facilities

Although operation and maintenance (O&M) of WASH facilities are the responsibility of the Preventive Maintenance Committee (PMC), it was reported that the committees focused mainly on hygiene promotion,

giving very little priority to maintenance of facilities. Of the schools visited, 97% (29/30) do not have a WASH plan nor are there funds earmarked for constructing or rehabilitating WASH facilities.





There is no clearly defined O&M system for water supply facilities in any of the schools visited. In some schools, school WASH clubs take on this responsibility, while in others it is either the PMC or WASH committees. Inadequate funding for O&M is the main challenge facing all of the schools surveyed. Among those schools that share WASH facilities with community members, user fees are rarely levied. Even where contributions are required, people are unwilling to pay as broken pumps take a long time to get fixed and Area Pump Minders often require cash payment upfront, which most schools do not have.

In 96% of schools, pupils clean the latrines. Only 4% of schools have a contracted cleaner employed for this purpose. Interviews with pupils revealed that they do not receive appropriate cleaning tools and materials (soap, disinfection, broom) or protective supplies (rubber boots and gloves) and safety instructions. This poses potential serious hazards and increases the risk of spreading infectious bacteria and diseases amongst pupils. For some schools, the task of cleaning the toilet is used as a punishment for pupils who arrive late or break school rules. The practice and effect is counter-productive since keeping the school clean should be a source of pride, not punishment.

5

Health and Hygiene
Education and Promotion

Hygiene education makes up a part of school activities in 22 of the 30 schools, where it is promoted by school WASH clubs and by PMCs. However, the impact of hygiene education on positive attitudes and behaviour change is not evident. For example, most school WASH facilities are not well protected or maintained. Vandalism of school property was reportedly carried out by pupils and neighbouring community members. Many of the latrines are not used correctly and have smears on the walls. Similarly, pupils are not given instruction on how to use hand-pumps; they are often mishandled, thereby contributing to frequent breakdowns.

Interviews with teachers revealed that most teachers received training on WASH in schools through the programme interventions of development partners or NGOs. Some schools have many trained teachers while others have none. Trainings are often one-off events, with no additional follow-up or reflection to evaluate what does and does not work. Furthermore, lack of access to facilities and effective teaching aids make it difficult to translate what is learned in a training setting into practical lessons and activities at school.

6

Roles of Parent Teacher Associations (PTAs)

PTAs are functional in all of the schools visited. PTAs comprise parents, teachers and school management representatives, responsible for mobilizing funds, overseeing and ensuring the smooth operation of schools. Reviewing the minutes of PTA meetings revealed that WASH in schools is not considered a priority and is not even on the meeting agenda in some cases. School WASH issues are only discussed in the PTA meetings when there is a need to mobilize funds for repairing or

rehabilitating broken facilities or for constructing new facilities.

Major challenges faced by PTAs include: unwillingness of school community to contribute or cooperate, distrust from parents (due to bad experiences), lack of fund mobilization skills and little understanding and appreciation, on the part of parents, of the importance of WASH in schools to children's health and well-being.



7

**Sector Coordination for
WASH in Schools**

At central level, the responsibilities for WASH in schools are mandated under different Ministries as follows:

- Ministry of Education: WASH facilities construction and hygiene education under the School Hygiene and Nutrition Program
- Ministry of Health: setting standards for and regular inspection of environmental health and hygiene in schools
- Ministry of Local Government and Housing: policy and strategy development and oversight of the National Rural Water Supply and Sanitation Program, including WASH in Schools.

At provincial and district levels, the respective line ministries are responsible for implementing and monitoring WASH in Schools activities. Local level coordination is exercised through provincial and district WASH committees, however these platforms are not fully operational and in practice, with very few active. In addition, there are a number of cooperating partners, made up of international and national NGOs, and community and faith based organizations providing financial and technical support to districts without informing or consulting local government authorities.

8

**Funding WASH
in Schools**

Similar to sector coordination, funding for WASH in schools comes from different Ministries. Under the Ministry of Education, funding for WASH in schools is channelled through the Infrastructure Development and School Health and Nutrition portfolios (SHN), however, priority is often given to construction of classroom blocks, teachers' housing and health-related issues over WASH improvement. Similarly, under the Ministries of Health and Local Government and Housing, sanitation in general and WASH in schools in particular is not

considered to be a priority and receives little funding. There is no specific budget allocation for WASH in schools programmes at either the district or school level.

Amongst international partners, organisations with strong focus on WASH in schools include: UNICEF, USAID, WaterAid, Plan, World Vision and SNV. However, due to poor coordination among key stakeholders, investment in and support for WASH in schools overlap in some areas while leaving major gaps in others.



Conclusion



In response to the shortcomings and problems identified through the mapping exercise, in the coming years, SNV's main interventions in the school WASH programme will be on the following:

At school and community level:

- Support school management and WASH clubs to develop and implement O&M plans
- Mobilise and strengthen PTAs to contribute to and support WASH construction, rehabilitation and O&M activities
- Train and support teachers to use participatory/ life-skill based hygiene education approaches and to develop extra-curricular activities that strengthen home and school linkages
- Establish and train women-led groups to create micro-enterprises for low-cost, locally-made sanitary pads for women and girls in rural areas. This initiative was pre-tested last year in Northern Province and initial feedback and results are positive.
- Support schools to comply with the Interim WASH in

Schools standard recently approved by the Ministry of Education to ensure safe, healthy, inclusive, child- and girl-friendly learning environments for all school-going children

At district level:

- Establish and collect baseline data through School WASH Mapping exercises to support districts with evidence-based planning and budgeting
- Support districts to strengthen school inspection and monitoring activities

At national level:

- Coordinate national menstrual hygiene management research in pilot districts
- Serve as a Secretariat for the National Technical Working Group on WASH in Schools
- Advocate for more funding and greater priority for WASH in Schools

YOUR HEALTH IS IN YOUR HANDS

SANITATION



FOR TRULY CLEAN HANDS
WASH WITH SOAP / ASH

ALWAYS USE THE TOILET

CORNER

3



1



6



7



ET & WASH YOUR HANDS AFTER



Lusaka Office:

SNV Netherlands Development Organisation
7 Nkanchibaya Road, Rhodes Park
P. O. Box 31771, Lusaka, Zambia
T: +260 1 255174/175
F: +260 1 255176

Kasama Office:

SNV Netherlands Development Organisation
Plot 2623 Lunzuwa Road, Central Town
P. O. Box 410576, Kasama, Zambia
T: +260 04 222988
F: +260 21 222986

www.snvworld.org/zambia

Designed By: Oemph! Media
Published By: Printech Zambia Ltd
No. of Copies: 250